R E P O R T R E S U M E S

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ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 2.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS FOR THE AGRICULTURAL SUPPLY OCCUPATIONS BY ORIENTING THEM TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PHASE OF THE COURSE. IT IS ONE OF A SERIES OF MODULES COMPRISING A COURSE DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. OBJECTIVES OF THIS MODULE ARE TO DEVELOP UNDERSTANDING OF THE PURPOSE OF THE EXPERIENCE PROGRAM, AND TO DEVELOP WHOLESOME ATTITUDES TOWARD THE EXPERIENCE PROGRAM. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES FOR EACH OBJECTIVE ARE SUGGESTED. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL SUPPLY. TIME REQUIRED FOR THIS MODULE IS 5 HOURS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR $7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

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ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

One of Twelve Modules in the Course Preparing for Entry in

AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS

Module No. 2

The Center for Research and Leadership Development

in Vocational and Technical Education

The Ohio State University
980 Kinnear Road
Columbus, Ohio, 43212

VT 00634

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August, 1965

M E M O R A N D U M

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

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(Address) 980 Kinnear Road, Columbus, Ohio 43212

DATE: August 7, 1967

RE: (Author, Title, Publisher, Date) **Module No. 2, "Orientation to the Supervised Occupational Experience Program," The Center for Vocational and Technical Education, August, 1965.**

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Appropriate School Setting High school
Type of Program General high school class in agricultural supply
Occupational Focus Job entry in retail business that sell agricultural supplies
Geographic Adaptability Nationwide
Uses of Material Instructor course planning
Users of Material Teachers

(4) Requirements for Using Material:
Teacher Competency Background in agricultural supply--sales and services
Student Selection Criteria High school level, goal in agricultural supply--in the area of sales or service.
Time Allotment Estimated time listed in module. (P)

Supplemental Media --
Necessary x
Desirable
(Check Which)

Describe Suggested references given in module. (P)

Source (agency)
(address)

ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

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ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

Major Teaching Objective

To develop in the students an understanding of and a wholesome attitude toward the supervised occupational experience program which will prepare him for employment in businesses which:

1. Distribute agricultural supplies and equipment.
2. Provide services pertaining to agricultural supplies and equipment.

Suggested Time Allotment

At School

Classroom instruction	5	hours
Laboratory experience	0	hours
Total at school	5	hours
Occupational experience	0	hours
Total for module	5	hours

Suggestions for Introducing the Module

The techniques and activities used by the teacher in introducing the module should serve three functions: (1) develop students' interest in supervised occupational experience in vocational agriculture; (2) formulate with students the objectives for studying the module; and (3) develop with the students the content to be studied and competencies to be developed. The following are some suggested techniques for accomplishing the above.

1. Creating interest. When presenting a new area of subject matter it is important that teachers relate the new subject to something with which students are familiar. The teacher might introduce the topic of supervised occupational experience in off-farm agriculture by comparing it to supervised practice in agriculture with which students are familiar. Questions can be used to get students "talking about" occupational experience in vocational agriculture. Remember that at this stage of the teaching-learning process emphasis is placed on "raising" rather than "answering" questions. A few sample questions are:

a. What supervised occupational experiences have you had in other courses in agriculture? Productive enterprises? Farming programs? Others?

b. What types of occupational experience programs are there in the school? Distributive education? Office education? Other occupations?

c. Have you known any students enrolled in agriculture who have been employed in an agricultural business while going to school? What did these students do?

d. What attitudes are necessary for participation in supervised occupational experiences as a part of this course?

2. Developing objectives. The teacher should lead a class discussion helping students to know why it is important that they study the supervised occupational experience program. The "reasons," or objectives, developed by the class will probably be similar to the following:

a. To become familiar with the supervised occupational experience program in vocational agriculture

b. To develop a wholesome attitude toward a supervised occupational experience program

3. Developing competencies to be studied in this module. The teacher and students should develop a list of competencies dealt with in this module. A typical lead question which the teacher may use to begin this discussion is--"What do we need to know or what abilities should we have if we are going to engage in successful supervised occupational experience programs?" The teacher should list the students' responses on the chalk board.

Questions which can be developed with the students have been grouped on the following page under headings which are the competencies to be developed in this module. Note the questions are not stated as students would state, but are intended to indicate to teachers the content of this module.

a. Understanding the supervised occupational experience program.

1) What is meant by supervised occupational experience in vocational agriculture?

2) How is it related to classroom instruction?

b. Developing in the student a wholesome attitude toward a supervised occupational experience program.

1) What are the important qualities that an employer looks for in a prospective employee?

2) How does the supervised occupational experience program develop a student's interest in an occupation?

3) What are the values of a supervised occupational experience program?

4) What are some of the concepts, or notions, that exist concerning supervised occupational experience programs?

5) What are the student responsibilities in a supervised occupational experience program?

Although this module is written from a general point of view, its content may be helpful to a teacher establishing a supervised occupational experience program in the agricultural supply and equipment business. For information concerning training stations, policies, standards, agreements, and responsibilities of students, parents, teachers, and employers, the teacher is referred to, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

Competencies to be Developed

"The student must understand the purpose of the supervised occupational experience programs"

I. To develop in the student an understanding of the purpose of supervised occupational experience programs

Teacher Preparation

Subject Matter Content

Schools, through programs of vocational education in agriculture, are charged with the responsibility for preparing students for gainful employment in an occupation involving knowledge and skills of agriculture. Traditionally, programs of vocational agriculture in the high schools have integrated classroom and laboratory instruction with supervised occupational experience. Each contributes to the other. Classroom and laboratory instruction provide students with the basic knowledge, skills, and understanding needed to perform well on the job. Vocational experience enables students to evaluate their need for additional study, and provides an opportunity for students to develop understanding and acquire skills through "learning by doing." A program can only be totally effective when it consists of classroom and on-the-job training.

Supervised farming programs and related activities provide the supervised occupational experiences in programs designed to develop competencies in production agriculture. Similarly, supervised occupational experiences in business and industry provide the on-the-job training, which, when integrated with classroom instruction, develop the competencies needed by those preparing for

employment in businesses and industries where a knowledge of agriculture is needed.

Supervised occupational experience in vocational agriculture can be defined as those on-the-job learning experiences which a student receives through part-time employment in an agricultural business. Occupational experience is an integral part of a program of vocational education in agriculture which is designed to prepare students for employment in off-farm occupations involving knowledge and skills in agriculture. Classroom and laboratory instruction is provided by the school and the teacher of agriculture provides the needed supervision and coordination of the on-the-job occupational experiences of the student.

The term "supervised occupational experience" was chosen for use in this module, however, other terms are being used by various states. Supervised occupational experience is defined as a system whereby students receive their occupational experience under actual on-the-job situations. Teachers should select the term considered to be most appropriate and use the term throughout to avoid confusion among students. Several of the terms being used to describe what is labeled "supervised occupational experience in vocational agriculture" in this module are:

1. Agricultural occupations program
2. Agricultural employment training
3. Agricultural experience programs
4. Cooperative on-job experience in nonfarm agricultural occupations
5. Placement-employment programs in agricultural business and industry
6. Supervised agricultural experience programs

<u>Suggested Teaching-Learning Activities</u>

1. Use a former student who has participated in supervised occupational experience in an agricultural business as a resource person to explain the benefits received from participating in occupational experience programs.

2. Use an agricultural businessman in the community who is a cooperating employer as a resource person to describe the program and answer questions.

3. Have students record in their notebooks descriptions of supervised occupational experience activities.

4. Have students conduct individual surveys to determine opportunities available to them.

Suggested Instructional Materials and References

Instructional materials

1. Slides, newspaper stories, and any materials which describe the supervised occupational experience program of the school.

2. Mimeographed materials which describe the supervised occupational experience in vocational agriculture.

References

S*1. A Study Guide for Placement-Employment Programs in Agricultural Business and Industry, Part I.

T 2. Fuller, Education for Agricultural Occupations, Sample Teaching Plans I.

T 3. Planning and Conducting Cooperative Occupational Experiences in Off-Farm Agriculture.

T 4. Preparing Students for Non-Farm Agricultural Occupations, Report of Workshop, The Ohio State University, 1964.

S 5. Records of Supervised Occupational Experience and Training in Vocational Agriculture.

T 6. Teacher's Guide for the Effective Use of "Records of Supervised Occupational Experience and Training in Vocational Agriculture."

*The symbol T (teacher) or S (student) denotes those references designed especially for the teacher or for the student.

Suggested Occupational Experience

Arrange for a new student to accompany one of the seniors who is participating in an outstanding supervised occupational experience program. Instruct the seniors to explain the program as they understand it, and let the new students observe and ask questions.

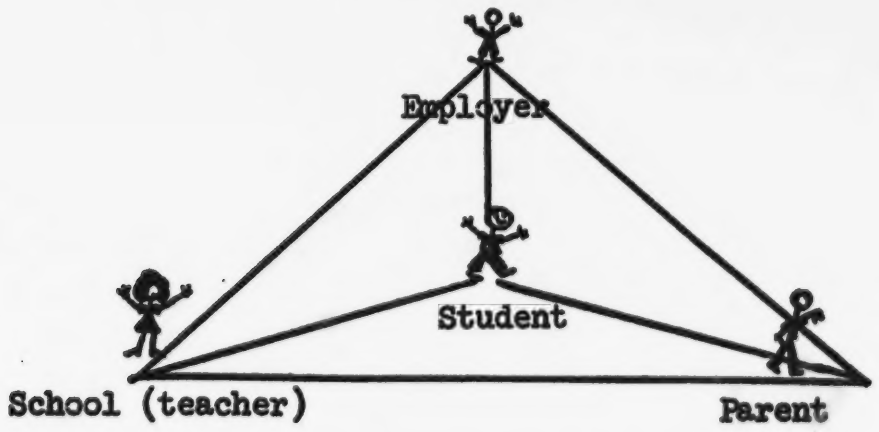
"A wholesome attitude is essential to success in any occupation"

II. To develop in the student a wholesome attitude toward supervised occupational experience programs

Teacher Preparation

Subject Matter Content

The school, the supervising teacher, the employee, the student and his parents are all essential factors in a successful supervised occupational experience program. The relationships between these people may be illustrated by the following illustration.



THE TRIANGLE OF THE
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

For a more comprehensive approach to human relations in sales and services the teacher should refer to the module, "Relations Between Persons in Agricultural Sales and Services."

According to Mr. H. N. Hunsicker,[1] students in a supervised occupational experience program must be taught to:

1. Keep records
2. Be orderly in their work
3. Assume responsibility
4. Have a pleasing personality

The first two points are covered in the publication, Planning and Conducting Cooperative Occupational Experience Programs in Off-Farm Agriculture, which should accompany this module. Therefore, this discussion will begin with the importance of the student's personality. A pleasing personality is essential in the development of a wholesome attitude toward supervised occupational experience programs. Some responsibilities, in a general sense, will be discussed as it applies to the student.

What does personality include? A rather lengthy list could be developed which would include such qualities as:

1. Initiative
2. Courage
3. Perseverance
4. Reliability
5. Cooperation
6. Warmth
7. Neatness
8. Courtesy
9. Sociability
10. Patience

---

[1]Notes from a speech by Mr. H. N. Hunsicker, Head, Agricultural Education Occupations Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

Many students have the mistaken idea that once they become proficient in a particular job skill that the other requirements for being successful in an occupation are relatively unimportant. It is therefore desirable that the student analyze himself prior to his supervised occupational experience program. A good self-analysis sometimes means the difference between a successful and an unsuccessful learning experience for the vo-ag student. The following questions may be helpful in self-analysis:

1. Am I easily discouraged?
2. Do I apply myself to the problems of each day?
3. Can I make a decision quickly and correctly?
4. Am I loyal to my superiors and associates?
5. Do I try to understand the other fellow's point of view?
6. Do I know when I make mistakes and do I admit them?
7. Am I neat and clean in my work as well as my personal appearance?
8. Am I looking for opportunities to better serve others?
9. Am I following a systematic plan for improvement and advancement?
10. Can I accept honors and advancement and yet keep my feet on the ground?
11. Am I always dependable and on time?[2]

The supervised occupational experience program provides for the improvement of personalities in two ways:

1. Opportunity is provided for the student to become aware of his weaknesses so that he can improve himself.

[2]This list of questions was developed from A Handbook for National FFA Officers, Printed by The National Future Farmer, 1964, p. 26.

2. Weaknesses of which the student is not aware will become evident during his training period through evaluations by employer, teacher, or his classmates.

It has been pointed out that supervised occupational experience programs provide opportunities for the improvement of personality. What are some other values in such a program?

1. It provides opportunities for effective guidance and counseling through person-to-person relationships with parent, student, employer, and teacher.

2. It offers opportunity for exploratory experiences in agriculture.

3. It offers opportunity for achievement desired by teen-agers.

4. It helps develop student reliability and willingness to work and accept supervision.

5. It offers youth certain immediate, satisfying and visible accomplishments.

6. It gives the student a feeling that he is learning and accomplishing something useful and that someone is interested in him.

7. It provides an opportunity for students to prove their capabilities.

The supervised occupational experience program is the "heart" of vocational agriculture. It is designed to provide broad and varied opportunities for effective learning experiences. Leaders in education and psychology have indicated that the supervised occupational experience concept is sound educationally, economically, psychologically, and socially.

Educationally
The opportunities for firsthand experience that exist in such programs make for lasting and more complete learning. "Doing to learn" is the principle involved.

Economically
The opportunity to "earn and learn" through a supervised occupational experience program provides young men with limited earnings. Budgeting for future needs or contributing to the family income provide valuable experiences for the student. When the need for additional family income is present, many students can make a real contribution.

Psychologically

There are several reasons why supervised occupational experience programs are psychologically sound. Among these are:

1. Success builds self-confidence.
2. Increased earning power enables a student to grow realistically toward independence.
3. A feeling of accomplishment is attained.

Socially

The cooperative efforts of school (teacher), employer, parent, and student provide the basis for a strong background in working with people. An important factor in social acceptance is financial success which, to some degree, is enjoyed by students enrolled in a supervised occupational experience program. Local banquets, organizational meetings, "recognition nights," etc., provide additional training in social maturity.

In preparing for a superivsed occupational experience program, it is necessary that certain responsibilities be accepted by the student to insure proper working relations with his school (teacher), employer, and parents. The following is a suggested list of student responsibilities:

1. Be punctual
   Report to work on time. Failure to do so may cause others additional work. Set a good example so that your employer will be happy to have other students for their occupational experience.

2. Be dependable
   Do what you say you will do. Keep the employer informed of your intentions. In case of illness, report it immediately to the school and/or employer so that other arrangements can be made.

3. Be honest
   Honesty is necessary in all relationships in present or future employment. Most employers rank this first in what they look for in a student.

4. Be neat
   Proper dress is essential for any employee. Each student is expected to dress according to the requirements of the job and his employer.

5. Be cooperative
The student should remember that he is a representative of the school in his supervised occupational experience program. He is expected to perform tasks in a pleasant, cooperative way. It should be emphasized that employment involves work and supervised occupational experience programs are expected to require work.

6. Be a good listener
The student must learn that the employer and the customer have something to say, and their instructions must be followed.

Suggested Teaching-Learning Activities

1. Organize a panel presentation, "What Student Qualities Are Necessary in a Supervised Occupational Experience Program." Ask an employer, principal, parent, and a senior student to serve on this panel.

2. Divide the class into groups to develop a list of desirable qualities, questions for self-analysis, and to make presentations to the class. Each group should be encouraged to develop a bulletin board display.

3. Using charts, overhead transparencies, and other instructional materials the major points within the "Subject Matter Content" should be presented with additional points developed by the group committees.

4. Develop with the students a checklist of values to be expected in a supervised occupational experience program. Divide the class into groups according to agricultural supply - sales and service occupations. Have each team observe and evaluate a particular experience program in progress. The following form for evaluation could be used.

_____High School
Department of Vocational Agriculture

OCCUPATIONAL EXPERIENCE RATING FORM

Several strong and weak points of the cooperative supervised occupational experience program were observed in the visit to_____. Listed below are some values to be received from a supervised occupational experience program. Please rate the program you observed using the following scale.

0 = poor, 1 = fair, 2 = good, 3 = very good, 4 = excellent.

		Circle One
1.	Provides for employee-employer relationships.	0 1 2 3 4
2.	Offers opportunity for exploratory experiences.	0 1 2 3 4
3.	Offers opportunity for management responsibilities.	0 1 2 3 4
4.	Provides for the development of reliability.	0 1 2 3 4
5.	Offers opportunities for visible accomplishments.	0 1 2 3 4
6.	Provides for learning activities.	0 1 2 3 4

7. What do you consider to be the best part of the program?

8. What do you consider to be the weakest part of the program?

5. Show a film on developing personality available through a local or state film distributor. "Personal Qualities for Job Success" is an example.

Suggested Instructional Materials and References

Instructional materials

1. Locally produced charts and overhead projections.

2. "Personal Qualities for Job Success." A 16mm film available from Oklahoma State University Film Library.

3. Bulletin board materials such as local newspaper clippings and display items.

References

1. The Sextant Series for Exploring Your Future in Agriculture.

2. Improving Supervised Practice in Vocational Agriculture. A Bulletin.

3. Mason, Methods in Distributive Education.

4. Planning and Conducting Cooperative Occupational Experience Programs in Off-Farm Agriculture. A mimeographed publication.

5. Wittich and Halstead, Educators Guide to Free Tapes, Scripts, and Transcriptions.

6. Horkheimer and Fowlkes, Educators Guide to Free Films.

7. Bail and Nelson, "Choosing an Occupation." A Bulletin.

8. "A Handbook for National FFA Officers." A Bulletin.

Suggestions for Evaluating Educational Outcomes of the Module.

The primary evaluation of the educational outcomes of this module will be in the observation of the student's change in behavior as they participate in the occupational experience program. One means of evaluation could be a short quiz at the conclusion of the module. Another method would be through a questionnaire left with the employer in the first week of the experience program. The employer whould be advised by the teacher that this form should be kept in confidence, and that the form will be picked up by the teacher the following day, or shortly thereafter. An example follows:

_____ High School
Department of Vocational Agriculture

Teacher	Date	Name of Student

Telephone:
School_____
Home _____

_____
Training Station

The off-farm agricultural program in vocational agriculture is a cooperative effort between the employer and the school. This evaluation sheet will be used to help better prepare future students who are to be placed for their supervised occupational experience. Would you please rate the above named student according to the following scale:

0 = poor, 1 = fair, 2 = good, 3 = very good, 4 = excellent.

		Circle One
1.	Understands what is meant by supervised occupational experience program.	0 1 2 3 4
2.	Shows initiative.	0 1 2 3 4
3.	Is neat in his dress.	0 1 2 3 4
4.	Is courteous.	0 1 2 3 4
5.	Applies himself to the job.	0 1 2 3 4
6.	Shows promise as a good student.	0 1 2 3 4
7.	Has the proper attitude toward the work.	0 1 2 3 4

Additional comments or suggestions:

Note: This information is confidential and will be picked up by:

_____

_____

_____

Source of Suggested Instructional Materials and References

Instructional materials

Personal Qualities for Job Success, Oklahoma State University Film Library, 16 mm. Stillwater, Oklahoma.

References

1. A handbook for National FFA Officers, bulletin, The National Future Farmer, Alexandria, Virginia, 1964.

2. A Study Guide for Placement Employment Programs in Agricultural Business and Industry, Interstate Printers and Publishers, 1965.

3. Bail, Joe P. and Gordon, Nelson A., Choosing an Occupation, Misc. Bulletin No. 45, Cornell University, Ithaca, New York, 1963, 11 pages.

4. Fuller, Gerald R., Education for Agricultural Occupations. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965, 42 pages, soft cover.

5. Horkheimer, Mary F. and Fowlkes, John G., Educators Guide to Free Films, Educators Progress Service, Randolph, Wisconsin, 1964, 631 pages, soft back.

6. Improving Supervised Practice in Vocational Agriculture, Bulletin No. 361, North Carolina State Department of Public Instruction, Raleigh, North Carolina, 1963, 34 pages, soft cover.

7. Mason, Ralph E., Methods in Distributive Education, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964, 204 pages.

8. Planning and Conducting Cooperative Occupational Experience Programs in Off-Farm Agriculture, Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1965, soft back.

9. Records of Supervised Occupational Experience and Training in Vocational Agriculture, French-Bray Printing Co., Candler Building, Baltimore, Maryland, 21202, 16 pages. Price $.50, less if purchases in quantity.

10. Teacher's Guide for the Effective Use of Records of Supervised Occupational Experience and Training in Vocational Agriculture, French-Bray Printing Co., Candler Building, Baltimore, Maryland, 21202, 9 pages. Price $.50, less if purchases in quantity.

11. Wilkinson, E. C., The Sextant Series for Exploring Your Future in Agriculture, Milwaukee, Wisconsin: American Liberty Press, 1962, 94 pages, soft cover. Price $4.00 per copy if ordered through the National Future Farmer Magazine.

12. Wittick, W. A., and Halstead, G. H., Educators Guide to Free Tapes, Scripts, and Transcriptions, Educators Progress Service, Randolph, Wisconsin, 1962, 211 pages, soft back.

13. Wolf, Willard H., Preparing Students for Non-Farm Agricultural Occupations, The Ohio State University and Ohio Department of Education, Columbus, Ohio, 149 pages. Price $1.50.

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IN VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO, 43212

INSTRUCTOR NOTE: As soon as you have completed teaching each module, please record your reaction on this form and return to the above address.

1. Instructor's Name_____

2. Name of school_____State_____

3. Course outline used: _____Agriculture Supply--Sales and Service Occupations
_____Ornamental Horticulture--Service Occupations
_____Agricultural Machinery--Service Occupations

4. Name of module evaluated in this report_____

5. To what group (age and/or class description) was this material presented?____
_____

6. How many students:
a) Were enrolled in class (total) _____
b) Participated in studying this module _____
c) Participated in a related occupational work experience program while you taught this module _____

7. Actual time spent teaching module:

		Recommended time if you were to teach the module again:
_____hours	Classroom Instruction	_____hours
_____hours	Laboratory Experience	_____hours
_____hours	Occupational Experience (Average time for each student participating)	_____hours
_____hours	Total time	_____hours

(RESPOND TO THE FOLLOWING STATEMENTS WITH A CHECK (✓) ALONG THE LINE TO INDICATE YOUR BEST ESTIMATE.)

	VERY APPROPRIATE	NOT APPROPRIATE
8. The suggested time allotments given with this module were:		
9. The suggestions for introducing this module were:		
10. The suggested competencies to be developed were:		
11. For your particular class situation, the level of subject matter content was:		
12. The Suggested Teaching-Learning Activities were:		
13. The Suggested Instructional Materials and References were:		
14. The Suggested Occupational Experiences were:		

(OVER)

15. Was the subject matter content sufficiently detailed to enable you to develop the desired degree of competency in the student? Yes_____No_____
Comments:

16. Was the subject matter content directly related to the type of occupational experience the student received? Yes_____No_____
Comments:

17. List any subject matter items which should be added or deleted:

18. List any additional instructional materials and references which you used or think appropriate:

19. List any additional Teaching-Learning Activities which you feel were particularly successful:

20. List any additional Occupational Work Experiences you used or feel appropriate:

21. What do you see as the major strength of this module?

22. What do you see as the major weakness of this module?

23. Other comments concerning this module:

_____ _____
(Date) (Instructor's Signature)

_____
(School Address)